DOCUMENT RESUME

ED 328 075 FL 019 042

AUTHOR Muller, Brigitte D.
TITLE Business French: Cultural Content and Implications.
PUB DATE 90
NOTE 47p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Advanced Courses; *Business Communication; College Curriculum; Course Content; *Cultural Education; Educational Objectives; Foreign Countries; *French; *Languages for Special Purposes; Language Tests; Postsecondary Education; Second Language Instruction; Teaching Methods
IDENTIFIERS Chamber of Commerce and Industry of Paris (France); *Eastern Michigan University; *France (Paris)

ABSTRACT

The goals and cultural content of two advanced business French courses, developed at Eastern Michigan University (EMU) in conjunction with the Chamber of Commerce and Industry of Paris (CCIP), are examined and the wider cultural implications of the courses are discussed. As background information, the role of the CCIP in French education and the major components of the CCIP examination leading to an advanced diploma in business French are reviewed, particularly the exam's cultural content in 1977. The exam is a two-day test, of which one day is devoted to text translation, composition of a business letter, a dictation, questions on commercial vocabulary and techniques, and a substantial essay. The goals, materials, and methodology used in EMU's two-semester advanced course leading to the diploma are outlined, a two-semester course in scientific and technical French created to supplement the first course is described, and the preparation they offer toward CCIP certification is discussed. Other programs integrating foreign language and business education are highlighted. The paper includes a 38-item annotated bibliography. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED328075

BUSINESS FRENCH: CULTURAL CONTENT AND IMPLICATIONS

by B. Muller

Business French courses taught at American Universities vary in their goals and contents. While the majority of these courses are primarily language courses for intermediate level students, advanced courses cover large areas of contemporary culture and civilization.

The purpose of this article is to highlight the cultural content and the major implications of the two advanced Business French courses taught at Eastern Michigan University since 1976, as developped in conjunction with the Chamber of Commerce and Industry of Paris (CCIP).

I will first explain the preponderant role of the CCIP in French education and examine the major components of the CCIP examination and, more specifically, the cultural content of its components in 1977.

Then I will discuss the cultural content of the current CCIP program leading to the *Diplôme Supérieur de Français des Affaires* (advanced diploma in Business French), and the goals and cultural content of the two semester course currently taught at Eastern Michigan University, including resources and methodology. Finally, I will explore the wider cultural implications of that course, such as its impact on students' careers and on further curriculum development.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

B. Muller

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FL019042

What is culture? For Tylor, cited by White : "' Culture is . . . that complex whole which includes knowledge, belief, arts, morals, laws, customs, and any other capabilities and methods acquired by man as a member of society.'" (37). Wylie, also quoting Tylor, adds: " Really, for me, French culture and French civilization are the same. *La civilisation* is really French life for me." (38). Braudel points out that factors such as culture, society, and politics, are constantly reacting with the economy, either to help or as often to hinder its development. He doesn't believe in a no-man's land between economic history and social history. "One could formulate the following equations in any order: the economy equals politics, culture and society; culture equals the economy, politics and society, etc. Or one could say that in a given society, politics governs the economy; that the economy benefits or discourages culture and vice versa; . . . " he says. Furthermore, Braudel seems to agree with Wylie as he writes: " Cultures (or civilizations: the two words, whatever people say, are interchangeable in most contexts) are ways of ordering space just as economies are. . . . Culture is the oldest character in human history: economies succeed each other, political institutions crumble, societies replace each other but civilization continues along its way." (3)

In light of Braudel's definition of culture, all Business French courses have an implicit cultural content, while some of them offer, in addition, an explicit cultural content as I will illustrate in the forthcoming pages.

Point of Departure. The CCIP and its Educational Mission

Fifteen years ago, I was surprised when a student majoring in French and minoring in Secretarial Administration at Eastern Michigan University , asked one professor in each discipline to coordinate their efforts in helping her to adapt her foreign language and secretarial skills to a French Canadian environment. Ristau and Muller indicate as a point of departure for their Business French curriculum that student's interdisciplinary independent study which led her to a bilingual secretarial post in a division of the Northern Electric Company in Montreal that same year (33)

For me, the interest of this independent study stemmed from the difference of meanings between some words and expressions used in French Canada and the corresponding French terminology that I knew from my previous experience in an export-import environment in Paris. At the Universities of Montreal and Laval, the teaching of Business French is based on contrasts between North American, French, and Quebecois terminologies and business customs. Ways of narrowing the differences by acceptance of such innovations as the "simplified letter" which avoids the French formal expressions, adoption of the translation of Anglo-Saxon complimentary closes (formal endings) were readily accepted by the Quebecois in the late 70's. (8)

In 1978 Born and Buck (1), surveyed career related curricula in modern languages and showed that in the early 70's, some 25 universities and community colleges had developed programs in "Commercial French", "Business French", and "French for Business Majors."

The independent study mentioned above led to the development in 1976 of a one semester course for seniors majoring in French at Eastern Michigan University. Its principal goal was to prepare students for the examinations leading to the *Diplôme de Français Commercial* offered by the CCIP (Chamber of Commerce and Industry of Paris). After my attendance at a summer seminar at the Chamber in Paris in 1975, Eastern Michigan University became the first center in North America officially accredited by the CCIP to administer the written and oral examinations leading to the diploma. (25) Douglass College at Rutgers University created a second center shortly after. Jacques Cartier, Director of the CCIP Examination Office, announced in 1988 that there were more than 120 such centers in the United States alone, while nearly a thousand foreign professors have attended the CCIP Summer Seminars since 1980. (6)

The CCIP is a French institution rooted in the socio-economic history of France. The first Chamber of Commerce, approved by Louis XIV, opened in Marseilles in 1660 and became the heart of commercial life while the Chamber of Commerce of Lyons created later declined. (4) The CCIP was formed in 1803. Thereafter, the history of the Chambers of Commerce parallels that of the political and economic development of France. Today

there are 153 departmental or local chambers of commerce and 22 regional chambers of commerce and industry in France. Their activities were defined by the law of April 9, 1898. (9). The CCIP is both a local and regional chamber which represents some 250 thousand enterprises, including some subsidiaries of U.S. corporations. Its threefold mission is advisory, representative and administrative. The latter includes the management of the port of Paris, of warehouses facilities, and of the Central Customs Office as well as the administration of internationally known business schools.

The first business school in the world, the *Ecole Supérieure de Commerce de Paris,* opened in 1820 and was acquired by the CCIP in 1860. Since then the CCIP has assigned 60% of its budget to the Schools of Higher Education and to the 40 Schools of Business and Technology it administers. The best known of these are the *Ecole des Hautes Etudes Commerciales* or H.E.C. , the *Grande Ecole* which can be compared to the Harvard Business School, and the *Ecole Supérieure de Commerce de Paris,* another prestigious school also known as *Sup. de Co* or E.S.C.P. In the newest of these schools of business, the *Ecole des Affaires de Paris* , created under the sponsorship of the European Community, students spend one year in France, one year in Germany and one year in England. The Chambers of Commerce of regional cities also administer renowned business schools.

U.S. Chambers of Commerce, on the other hand, do not play a role in formal business education. This cultural difference accounts for the difficulties executives and managers of American firms and higher education officials and administrators in the U.S. have in recognizing the certificates

and diplomas granted by the Chamber of Commerce and Industry of Paris to American students.

The CCIP examination.The Business Letter. The Essay

Currently and typically the CCIP examination leading to the advanced diploma in Business French includes 5 written tests and 5 oral tests. The written tests include: 1) the translation from English into French of a text of general economic content of approximately fifteen printed lines; 2) the composition of a simple business letter of about 30 lines; 3) a thirty minutes dictation on a commercial or economic topic; 4) twenty questions on commercial vocabulary and techniques; 5) an essay of at least 3-4 pages to be written on legal size stationery provided by the CCIP. In 1976, the essay pertained to the economic geography of France but has been replaced today by an essay on socio-economic aspects of French culture. The total time allowed remains 285 minutes (some 5 hours not including breaks between tests and for lunch). It is a whole working day affair with a strong cultural impact on students who have never taken such long written examinations in the U.S.A. It is especially stressful when followed by an oral examination of some 2 hours the next day, an exacting experience ressembling somewhat the baccalaureate examination at the end of the last high school year in France. Furthermore, the requested neatness of presentation on CCIP

stationery and the mandatory use of ball pens slows down the whole process adding to student's "culture shock".

The CCIP oral examination takes place two days after the written examination which by then has been mailed back to Paris for grading. A jury approved by the CCIP is composed of four educators and a "president" who must be a bilingual business executive or manager. The jury examines each candidate on French economy, commercial vocabulary and translations French/English and English/French. In addition students are asked to read, synthesize, and discuss an excerpt from the French press pertaining to business or trade. The candidates usually dread the oral part of the examination as indicated by their relief when the *épreuve* is over (the word means "test" as well as "trial").

The two parts of the CCIP written examination requiring a good general knowledge of French culture are the business letters and the essay.

The Business Letter. Its cultural importance has not changed through the years. *Le Français Commercial, Bulletin de liaison* (15), reports that in 1850, the first textbook for the teaching of commercial letters states that commercial correspondance is the soul of business because of its influence on the outcome of business transactions: a carelessly written letter cools off interpersonal business relationships while prompt, elegant, courteous and precise mail results in orders and promotes new business. In the days of electronic mail and telecommunications, business letters remain a legal document (article 109 of the French Commercial Code) needed in case of

litigation. For instance, a telephone order may be contested if not confirmed by a letter which must therefore be written in precise French. Business letters must be concise and cautious and require the acquisition of specific terminology and of a certain traditional style. In addition, accepted norms of presentation must be followed.

Le Goff gives examples of the type of letters students are asked to write for the CCIP examination and distinguishes between commercial letters and business letters: commercial letters can be easily reproduced and adapted by a word processor while business letters require skills in analysis, synthesis, diplomacy, an organized mind and a conciliatory attitude. Each student creates a fictitious enterprise and writes letters according to the transaction. This method obviates the tedious correction of a large number of similar letters as can be experienced in such a class. (20) Another method advocated by Gubac, is the presentation of model letters. She advocates rewriting these letters, using synonyms and expressions presented in each chapter of her book. She also points out the legal implications of commercial correspondance. (14)

The grading of the business letters by the CCIP is based on such positive factors as creativity, originality, language skills, presentation and cautious humour, if and when needed. Misguided humour could lead to cultural faux-pas, affronts, errors and misunderstandings. The negative aspects of business letters are mediocrity of expression and intent, poorly organized text, anglicisms and careless presentation. Since students memorize the accepted forms of closing a business letter, the pedagogical focus must be

centered on the letter's content.

Le Goff gives an example chosen for its brevity: A client wrote that you, as an employee, shipped by mistake twice as much merchandise as was ordered and sent a bill along. You answer and explain (or justify?) your mistake and you offer an acceptable solution for both parties. Thus students have to imagine the solution. What goods? Which quantity? What is the cause of the error? (an order may have been made by phone without a follow-up letter, a clever explanation making the client indirectly responsible for the error!). Could a compromise be reached such as payment for merchandises needed and rebate, plus extended terms, for the surplus. ? (19). I recommend small group discussions of possible solutions before the assignment is taken home, thus applying the newly acquired business terminology to oral communication before undertaking written communication. Through this synergetic process students apply some creativity in the composition of their business letters.

The Essay. Because in 1976 the CCIP essay was based on knowledge of the economic geography of France, my inclination was to turn to slide presentations with folkloric overtones. In order to lighten the eight students' tasks, I asked them to work in pairs, each being responsible for finding documentation on three of the 22 French Economic Regions before reporting to the class. The nature of the examination prompted me to report to the CCIP the students' difficulties with this subject matter: 1) students displayed a total ignorance of geography in general and therefore lacked the very basic

knowledge to proceed further ; 2) the whole concept of interraction of the physical geography, natural resources, waterways, and the regional economy escaped them; 3) These students had no access to French regional news, to French advertising through the media, and were emotionally more removed from the French regional economic and social conditions than students of other European countries preparing for the same examination. (26)

The CCIP examination gave students a choice of three subjects of equal importance concerning the economic development of France and requiring a good knowledge of the regions' economy. They were: 1) Relying on your knowledge of agricultural structure and agricultural production first explain the attached regional classification; afterwards explain the farmer's income discrepancies ; 2) After consulting the relevant statistics write about the French Railroad, its itineraries and the importance of the French National Railway (S.N.C.F.). In addition, compare and contrast this system with other means of transportation within the context of the energy crisis; 3) Show why the Nord-Pas de Calais and the Lorraine, which were for a long time two of the most economically developed French regions, are now growing slowly compared to the rest of the country. Give the economic causes of this regression.

The CCIP *Bulletin* (15), gave the following information on the achievement of 65 foreign students who studied in Paris and had taken the Geography test there : 27 students chose subject No. 1 and received a passing grade. The examiners' comments were: "mediocre, insufficient knowledge of the French crisis". Out of 25 students who chose subject No. 2, 20 received a passing

grade . The comments were: "not enough details on modernization and competition"; finally out of 13 students who chose subject No. 3, 8 passed the test and one of the examiners' comment was: " the traditional regional economic activities have been mentioned but the newly implanted industries regardless of the demography are missing." The most difficult part of the written tests was the essay, not only because of the composition and writing skills required, but also for the large amount of information to be understood and remembered.

The other written examinations: dictation, translation, and commercial vocabulary were and still are language-oriented tests requiring weekly practice . The dictation is translated orally in English with emphasis on idiomatic expressions and business or economic terminology. The translation is corrected in class in order to achieve the most acceptable translation from English into French and students have to take short quizzes on the commercial vocabulary that has to be memorized. As Wylie remarqued, " the French textbooks have a great deal of information that is to be memorized . . ." (38), and Business French texts require intensive memorization.

The result of that first CCIP examination in the United States showed that our goal had been accomplished since 6 out of 7 students received the sought after diploma, and three of them with *Mention Bien*.

The CCIP New Diplomas and Programs (1978)

In 1978 the CCIP created a new diploma: The "old" *Diplôme de Francais Commercial* became the *Diplôme Supérieur de Français des Affaires* while a new intermediary *Certificat Pratique de Français Commercial et Economique* was introduced. The switching of terms from *Français Commercial* to *Français des Affaires* for the most advanced diploma indicates a general upgrading of the diploma. Indeed "commerce" means the buying and the selling of goods whereas "affaires" connotes a much larger field of activity: doing business through contacts; obtaining licence agreements and royalties for the use of trademarks, copyrights, patented inventions, and industrial design or methods; purchasing shares of another business, and other transactions. Therefore, the new title of the CCIP advanced diploma implies essential changes in the two subjects discussed above, i.e., the business letter and the essay.

The business letter became a "case study" requiring the understanding of a given problem through documentation attached to the letter received and according to hand written annotations in the margin. The creation of this type of letter is more difficult to teach than a simple business letter, because it requires a wider range of written communication skills and problem solving capabilities that can be achieved only by a basic knowledge of the principles of business transactions and general business law. In addition, the CCIP

replaced the essay in economic geography by an essay on the current socioeconomic French culture. The CCIP current revised program of study leading to the diploma follows:

I. Contemporary French Society. Socioeconomic aspects.

A. Study of French economy and contemporary culture:

-Basic geography. French contemporary society. Demography.

-Spending and income. Employment. Social Security. Education.

B. Economic Development:

-The State and the Economy. Economic sectors: Energy, Industry,

-Commerce, Agriculture, Transports.

-Planification and Regionalization of France.

-The new French Society. Trends and planning.

C. France and the World:

-International Trade: rank and role in world economy. Compare and contrast with the United States (for American students).

-France and the European Economic Community (EEC).

-Survey of francophone countries.

II. French business practices:

A. Enterprises.

-Enterprises and the economy.

-Several types of enterprises. Goals and organization.

-Distribution network. Wholesalers, retailers, middlemen.

-Basic Business Law: deeds, claims, bills of sale, contracts.

B. Enterprises and their relationship with other organizations:

-Banks, Transportation, Insurance.

-Others: Post Office, Customs, Stock Exchange,Trade Unions, French State and Regional Administration.

III. Business French Language:

A. Study of authentic documents pertaining to trade and economy ;
Study of printed matter: advertising, graphs, statistics.

B. Preparation for oral and written examinations:

-Translations English/French, French/English.

-Oral reports and discussion.

IV. Business Communication:

A. Business Letters:

-Language, style, principles. Different types of letters. Telegrams.

-Telex. Case studies . Word processors and computers.

B. Intra-Company mail: memos, reports.

C. Outgoing mail: want ads, advertising, public relations.

D. Other documents: bills, drafts, checks.

E. Oral communication: discussions, committees, telephone.

Based on the foregoing it can be said that all parts of the CCIP written and oral examinations for the diploma require specific study of some component of contemporary French culture. Nonetheless, as Part I pertains to national and international issues, parts II to IV single out the specific

language of the most influential group of French society, from the secretary, to the executive, those involved in trade, industry, and in businesses of all sizes, people who are the backbone of the French economy. The core of the CCIP program leading to the *Certificat Pratique de Français Commercial* is a simplified version of parts II to IV of the *Diplôme*'s program outlined above. The *Certificat* tests mainly the general linguistic skills of the candidates and their knowledge of the business terminology used by the French in their daily life and work. These skills and knowledge constitute the implied cultural content of the Business French curriculum. Going back to the definitions of culture previously retained, I Will now examine the explicitely given cultural content of the advanced level Business French courses leading to the *Diplôme*.

A two term course's goal. Program, Resources and Methodology

The goals of my advanced two semester course leading to the *Diplôme* are established as follows:

1. To offer advanced students of French the indispensable sociocultural knowledge and linguistic skills for business communication within a Francophone environment.

2. To prepare advanced students of French for a three to six months internship in a French enterprise and for careers in U. S. based firms involved in international trade.

3. To offer to advanced students, to future and in-service teachers a study of contemporary

French culture or civilization.

4. To prepare students to take the examinations leading to the Certificate or to the Advanced Diploma in Business French of the Chamber of Commerce & Industry of Paris offered at Eastern Michigan University once a year (Optional).

The text I chose initially and used through the years is *Le Francais Commercial* by Mauger & Charon (23), although other texts from Cummins (10), Guback (14), Oudot & Gobert (30), Danilo, Challe & Morel (11), and Le Goff (21), are on the market. A new text by Paul Gaeng of the University of Illinois: *Le monde de l'entreprise française. Initiation au language des affaires* published by Egert in West Germany will be available shortly. All, however, must be supplemented by authentic current material from French magazines and corporate publications.

The program of study corresponding to the essay of part I of the CCIP outline is covered by lectures and class participation: reports and class discussion of authentic documents and excerpts from the French Press: *L'Expansion, Le Point, L'Express, Le Nouvel Economist*; from the British Press: *The Economomist*; from the European Community: *Europe,* from the American Press: *The Wall Street Journal* and others. In addition, the indispensable tool for faculty teaching any Business French course is *Le Français commercial, Bulletin de liaison* published by the CCIP and mailed four times per year to the centers of preparation for the certificate and for the diploma. The *Bulletin*'s goal is to inform teachers of Business French of all news pertaining to the pedagogy or content of the courses they teach. It publishes

comments on student achievements or past examinations, authentic documents for class use, recent statistics concerning the French economy and France's trading partners, political and historical documents of current interest, conference reports and updated bibliographies. In addition, the *Bulletin* also informs readers of the incoming seminars and Summer institutes for teachers and graduate students . In addition, the necessary cultural background for lecturing on the forthcoming topics can be, in my opinion, best acquired by a thorough reading of *La France au XXème siècle* by Trotignon (36), and a selection of other works on French culture compiled by Scanlan. (34). Retraining or "retooling" can be achieved at Business French Summer Seminars in Paris (CCIP), Vichy (CAVILAM), at the *Ecoles de Commerce* in Lyons, Brest, or Strasbourg , and at seminars organized periodically by the French Cultural Services in the United States. Participation in the many workshops offered by National organisations (AATF, ACTFL, SCOLT and others) or in the annual conference on *Language for Business and the Professions* held annually at Eastern Michigan University since 1981, provide many helpful sources of information.

There is much to be said about the cultural content of a Business French course, but for the sake of brevity I will outline the contents of lectures which best illustrate the cultural elements of a two semester course in advanced Business French I constructed and modified many times since 1976.

The general topics are "The Economy of France" during the first semester and "France in World Economy" for the second.

The Economy of France includes:

-General geography: the "Hexagone". Physical geography. Regions and decentralization. Paris. Satellites cities.

-Demography. Social classes. Immigrants. Unemployment. Youth. Women.

-Evolution of French Economy since 1970: Agriculture. Industry. Tourism.

-Services. Banks. Social Security. Unemployment Compensation.

-Societal transformations. Continuing Education.

-The French Enterprise: organization and structure. Hierarchy.

-Multinationals. Nationalizations. Privatizations.

-Lobbies and Interest Groups.

France in the World Economy is divided into:

-The European Economic Community. Treaty of Rome. Charter and new members. Common Market agricultural policies.

-International agreements: Bretton Woods. The GATT (General Agreement on Tariffs and Trade.)

-France and the United States. French banks in the U.S.

-North and South dialogue. Lomé Conventions. Trade agreements with Developing Countries.

-Trade agreements with other EEC countries. Other European Economic blocks: U.S.S.R. & Eastern Countries.

-Trade policies with Canada and the Province of Quebec.

-Trade with Switzerland, Luxembourg and Belgium.

-France and Francophone Countries of Africa: Ivory Coast, Cameroun, Gabon, Burkina Fasso.

-Conclusion: 1992 Europe. "Fortress Europe"?

In order to illustrate the methodology of language taught through cultural

content, I chose part of the sub-heading " French Economy" : *La Bourse* (the Paris Stock Exchange). The lecture's goal is to show the effects of the stock market crash of 1987 on French economy and the interdependence of nations. The class is conducted entirely in French. I write the new French vocabulary on the blackboard as I pause and explain its meaning or ask for the English equivalent.

Last year, I started with a review of the Dow Jones Industrials drop of 496 points between August and October 1987, and the 508 points fall in the week following. The role of the Fed, i.e., the U.S. Central Bank, in stemming the panic was explained, and students compared the Fed with its French equivalent the *Banque de France*. Also discussed was the nature of the Louvre agreements of 1988 that led to a lower dollar value and its affect on Europeans, particularly on the French who had invested in the American stock market early in 1987 when the strong franc bought a lot of dollars.

The U.S. deficit in percent of the gross national product was compared to its French and other European equivalents. The possible decrease of French exports to the U.S., and related U.S. export increase to Europe and to France were examined. Students understood the French Government decision to stop momentarily the privatization of former nationalized enterprises at a time when French investors stayed away from the Paris *Bourse*.

Students surprised me with their general knowledge of macroeconomy learned in the University's Business School as part of their requirements. The total lecture and discussion period lasted about fifty minutes including some language clarification in the reading assignment to be discussed at the next

class meeting. These classes are held once a week, in late afternoon to accomodate returning students and high school teachers and last two hours and 50 minutes with a short break. Students major in Business French, and usually minor in the College of Business, or major in the Language and international Trade interdisciplinary program (LIT). This new course of study was created with the College of Business and other Liberal Arts. It incorporates Basic Studies, Social Sciences (History and Geography of France), business components, (Accounting, Finance, Management, Economy, Marketing or other), foreign language components (Business French, German, Spanish or Japanese). It culminates with an internship in the U.S. or abroad, therefore succeeding "in harmonizing the traditional humanisitc aspects of the study of language and culture with preparation for a business career." (5)

Wider Cultural Implications. Careers. Curriculum Expansion

Careers. One goal of the advanced Business French courses is to prepare students linguistically and culturally for an internship in a French enterprise abroad. This internship providing immersion in French life and the subsequent employment of our graduates in international enterprises is the first and most important cultural implication of the Business French curriculum at Eastern Michigan University. The Foreign Language Department initially agreed to send to Paris for an internship, only students who had received a CCIP Diploma in Business French, thus garanteeing prospective employers a high level of linguistic proficiency and professional competency. After a

series of negotiations, some of these students were able to attend the *Ecole Supérieure de Commerce de Paris* for one term. Possibly motivated by their studies in marketing in the U.S. and in Paris, several of these students also worked in marketing departments of overseas companies where their internship experience became the point of departure for a rewarding career. Each student received a grade from the Paris school and a written assessment of their work from their employers, but most important to us, was their ability to measure up to French students and to return to the United States with written material describing their working experience within a foreign culture.

For example, for a marketing study of frozen and fast frozen food supervised by the Marketing Division of the international enterprise *Société Générale de Surveillance*, a student had to research the food preferences of the French and their buying habits, the percentage of freezer ownership within socio-professional categories of the consumer body, the different types of supermarkets and other food retailers, the restaurants, cafeterias and fast food operators ("fastfoodeurs" !) purchasing patterns.

Another report written in Lyons tells of the strikes that followed the introduction of computers in the newsroom of *Le Progrès* (1980). Our intern was able to comprehend the situation because, as explained in her paper, she knew of the sociopolitical orientation the many trade unions that exist in France through her Business French classes.

A third report entitled "The Social and Economic Issues of Robotics" also involved sociocultural reactions to the introduction of advanced technology in

French businesses. This report was eventually extended into a thesis defended at the CCIP in Paris in 1981 by the student who received an "Advanced Diploma in Business French at Master's Level", a third and newly created diploma which requires research and presence in Paris.

Finally a report prepared with the support of the *Ecole de Commerce de Lyon* in 1988 describes the student's work at the State of Michigan's office in Brussels, in England, Italy and France to promote doing business in Europe with the industries of the State of Michigan.

Several of our exchange students were retained for one or more years by the enterprise in which they interned. A young woman remained for several years in the Marketing Department of the Renault Automobile Plant in Boulogne-Billancourt near Paris. She returned to the still existing Renault Southfield Office in Michigan last year as a mid-management executive. Many more examples could be given as some 40 of our student have been selected for internships among about 150 students registered for two terms of advanced Business French since 1979. A few good students recipients of the C.C.I.P Certificate at the intermediate level, also went to France for an internship rather than be assigned to a Co-Operative placement in or around Detroit. In my opinion, most of these students were not sufficiently linguistically and culturally prepared. Since then, the Department has taken steps to require the advanced Business French course from all majors in Business French, in the Language and International Trade Program or in the newly created Joint Bachelor of Business Administration - Bachelor of Arts Degree in Language and World Business.

A second wider cultural implication of the advanced Business French classes is that graduate students have formed a career network meeting yearly to discuss opportunities in business, industry or education. The graduate Business French course at E.M.U. attracts school teachers who in continuying to study for Certification requirements would rather study contemporary French culture or civilization than literature, to enable them to present new ideas to their classes. These teachers, among the best in the larger Detroit area, have much to contribute to the university classroom because of their willingness to communicate with others and to share their successful teaching approaches. In addition, the annual network meetings proved invaluable in keeping me posted on former student's employment and of their employer's future needs.

Curriculum expansion

Spanish and German

The CCIP Business French curriculum leading to the CCIP diplomas led to the creation of curricula and diplomas in Spanish and German. The Department of Foreign Languages of Douglass College at Rutgers University and the Chamber of Commerce and Industry of Madrid created proficiency examinations leading to a certificate and a diploma in Commercial Spanish in the late 70's. On the other hand, the American Association of Teachers of German, the New York German-American Chamber of Commerce, the Munich Goethe Institute, and the New York Carl Duisberg Society developed a curriculum leading to an advanced diploma in Business German in 1983. These

diplomas are offered at EMU and in other universities offering courses and degree options in Business French, German, and Spanish.

Scientific and Technical French

A two semester course in Scientific and Technical French was created to supplement the advanced Business French courses offered at Eastern Michigan University. At the 1981 Conference of the North American Commission of the International Federation of Professors of French held at EMU, representatives from Ford Motor Company, General Motors, American Motors, Renault U.S.A. and Chausson Trading Company U.S.A. discussed their requirements for bilingual employees. They mentioned specifically language fluency and knowledge of contemporary culture. Similarly, the papers presented at a symposium of academic and business leaders held at Harvard University in 1986 made clear the great value placed on "the communications skills . . . commonly associated with liberal education. They see such skills along with the knowledge of foreign languages and cultures, as more critical now than ever before to the prospects of American Business." (16). Former students who had become well versed in many aspects of business procedures remarked that general scientific and technical French vocabulary, as well as an in-depth study of the sociocultural environment of French multinationals, would have been a useful addition to their Business French studies.

Because of these needs, I developed a new curriculum in "Scientific and Technical French" while my colleagues developed courses in Scientific and Technical German and Spanish concurrently. Our efforts were supported by

an H.E.W Title VI grant obtained by the Head of the Department of Foreign Languages and Bilingual Studies at Eastern Michigan University. These fourth year level two semester courses are open to all third year language students as an elective. During a sabbatical leave of absence in France, conversations with French colleagues led me to orient the course toward a "cultural" approach rather than a "functional approach" described by Jupp (17), and Moirand (25), and advocated by the CCIP which offers a *Certificat des Professions Scientifiques et Techniques*. Although having well defined objectives, "Functional French" appears to be a crude tool. It is taught in France in a specialized and limited context to foreign workers and technicians who need to learn the basic structures of French through comparative learning of a vocabulary for processes already known in their native language, i.e. : French for Garage Mechanics, French for Practical Nurses . At a higher level of intellectualization and particularization (degree of detail), Kocourek (18) notes that the most important group of Language for Special Purpose is Technoscientific French and its scientific subgroups (French for Chemistry, Physics, Nuclear Engineering, Health and Medicine etc.) Emphasis is on the reading strategies of selective subjects and vocabulary learning in a field well known to the learners in their native language. In my opinion, these very specialized courses would attract very few students and could not be cost and personnel effective. Clearly "Functional French" cannot meet the linguistic and cultural needs of students in Language and International Trade Programs or of French Majors.

The Scientific and Technical French course goals are:

1. To expand in breadth and in depth the cultural knowledge of students through a study of the international dimension of French firms in their most successful scientific and technical fields of accomplishment.

2. To upgrade the linguistic and cultural knowledge of future and in-service teachers of French. (Because of the interest in science and technology shared by a large segment of junior-senior high school students, teachers may find this course sequence helpful.)

3. To describe and explain in French (with the help of continously updated audiovisual material and broad documentation) France's achieved status in high technology, and its contribution to European and Western Economies.

4. To develop the communicative skills of students of French in the technoscientific fields through reading, writing, (compositions and translations), listening (note taking), and speaking (discussion and reports), to insure they will have acquired a scientific and technical linguistic competency matching their future employers expectations.

The only textbook available for a cultural approach to the teaching of Scientific and Technical French and involving the four skills is aimed at teaching grammar and syntax to students of French as a second language using vocabulary and concepts unknown to them in their native tongues, i.e., recipients of an European Baccalaureate in Sciences, or University Institutes of Technology students. However, this text (22), is divided in learning modules in each field, providing a model of structural organization for an in-depth study of France's contemporary high technology culture. As a result, the

course I developed includes six teaching units or modules. Within each module, the manufacture of specific products, or the providing of services are studied along with the activities of typical French multinational companies and their subsidiaries in the United States. The first term includes the following modules: 1) Transportation: Automobiles, the T.G.V (High Speed Train), the Subway System, Aircrafts and Aerospace ; 2) Food Industry: Wines, Milk and Milk Products, Nutrition and Buying Habits of the French; 3) Glass Industry: Glass Fibers, Optics, Microscopes, Laser and Fiber Optics.

The modules taught in the second semester are: 1) Computers and their applications; 2) Energy: Coal Mining, Steel Industry, Petroleum, Natural Gas, Hydroelectric and Nuclear Power plants; 3) Chemical Industry.

These fields were selected because they harbor considerable business activities and exchange of goods between France and the United States and also because they are heavily represented in French investments in the United States. Within each module, one or two multinational corporations are selected within the French nationalized or private sectors. A thorough study of their products, their basic manufacturing and testing processes, and their publicity and marketing strategies towards international trade are explained to students.

Further illustrations of teaching modules, i.e., Food Industry (Cheese Processing and Wine Making) and Automobile are available (28), as well as a teaching guide. (27)

This course was researched through "de visu" information and contacts made with the assistance of the CCIP. In a five months stay in France, I obtained

many corporate publications written by specialists in the field. As explained by Pétroff (32), these publications reformulate scientific and technical information which, as in vulgarization done by journalists and teachers, must reflect on and explain, although in simplified form, a correct content. Written material, oral presentations, lectures, audiovisual material, films videotapes, slides, graphics, are all reformulation of scientific information and must be aimed at a specific audience at the right time. In the Scientific and Technical French course, my lectures are reformulation of the material I was given in France, while course packs reproduce for students part of these publications. Students have access to magazines such as *L'Expansion, La Science et la Vie, Quebec Science, The Economist*, and *Business Week*. A selection of articles as well as videotapes purchased in France motivates students attracted by the novelty of facts and concepts that are hardly known to them in their native tongue. It was already observed that their ability to explain and discuss basic technoscientific facts more readily in French than in English is an obvious source of glee because through the study of French they have learned and understood new concepts. For example, because of their understanding of the difference between *fission* and *fusion*, "hot" subjects like the University of Utah experiments in "cold fusion" must seem familiar today as they watch the news on television or read the newspaper and recognize the universal cultural value of what they had learned in the French Scientific and Technical French course .

At the end of the two semester course students are eligible to take the

examinations leading to the CCIP *Certificat des professions scientifiques et techniques* (Certificate in Scientific and Technical French.) When the course was first created they all registered for the examination, mainly to add a CCIP certificate to their Curriculum Vitae. At this time, however, fewer students are registering for the examination in spite of an increase in class size, an average of fifteen students each term for the past three years. These over prepared students were disappointed by the lack of scientific, technical and cultural content of the examinations for which the main requirement was to "get along" or to be able to "function" in French at a third year level of instruction.

Currently the CCIP examinations leading to the *Certificat des Professions Scientifiques et Techniques* is based on the following aptitudes:

1. Written comprehension -- reading skills -- that is reading a 2-3 page text and answering twenty questions about it.

2. Written expression -- writing skills -- Students can choose between two topics. For example: based on a text, write a 200 word article for a scientific and technical page of a major daily newspaper. Or: " We hope to exchange ideas and programs with a computer technicien. Write the announcement that you would have published in *Science et Vie.*"

The total time alloted to this written section is three hours.

The oral Examination given by two faculty members takes thirty minutes and consists of two tests:

1. Oral comprehension -- listening skills-- The examiner reads a text out loud while the student takes notes in order to answer a written questionnaire.

2. Oral expression. Students read an article and analyse it before a two member jury. A short discussion follows.

As with Business French, the written examinations are sent to Paris to be graded. The CCIP rates these examinations at a lower level of performance than the examinations for the Certificate in Commercial French, and no *Mention* is awarded.

As can be expected there are no textbooks available to suit my pedagogical "cultural" approach whereas the CCIP bibliography suggests several texts for a "functional" teaching of such a course. I use authentic material as a basis for text summation, for dictation and for translation, English to French and French to English. Translation is not required for the CCIP examination and I regret this omission because all of the entry level positions in the automotive industry in the Detroit area are for bilingual secretaries who are very rapidly promoted if their work is satisfactory. For instance, a former Business French student who started as a bilingual secretary at AMC/Renault became responsible for all their bilingual publications after a few months.

The cultural value of translating exercises must be stressed out. Recently, the English translation of a French ad for *Kellog's All Bran* gave rise to a cultural discussion about what should not be said to an American audience? What kind of language should a translator use in order to advertise the salutary qualities of bran fibers for breakfast? Similarly, French automobile

ads emphasize the reliability, manoeuverability in tight traffic, economy and quick acceleration of their cars, whereas in the United States, in addition to reliability, the American market prefers emphasis on interior design, seat comfort, the practical side of some accessories and the use of electronic controls.

This course, then, was created to supplement the third and fourth year Business French courses on linguistic and cultural levels. In fact, Business French, although indispensable, was judged to be insufficient for communicating scientific and technical information at any level of employment within the international trade sector. In addition, the current powerful cultural explosion taking place in France includes its achievements in high technology which have infiltrated everyday life and the "breathless modernization of its economy." (35)

Conclusion

I take a cultural approach as opposed to a functional approach to the teaching of advanced Business French and Scientific and Technical French by focussing on the cultural content of lectures, class reports and discussions, translations and business letters rather than on the memorization of business or technoscientific vocabulary which is tested routinely each week. In addition I stress cross-cultural differences to spark communication and

assure the constant recycling of the newly acquired terminology to guarantee that students soon use the medium to communicate the message. The courses motivate them for several reasons: they want an internship abroad, and the subject matter taught is directly related to their future activity; in addition they seek a CCIP diploma because of its international reputation. In class they integrate what is being said in French about subjects they have also studied in English at the E.M.U. Business School. They like to use their knowledge and their ability to compare a French institution with its American counterpart. These advanced students are francophile and francophone and are eager to continue learning more about French culture especially before taking the CCIP examination and prior to their internship in France. All French majors at Eastern Michigan University, whether in the traditional or the Language and International Trade (LIT) programs, are required to take two semesters of Survey of French Literature at third year level, but the LIT program is an interdisciplinary program which requires fewer credits in French than the number of credits required of the traditional majors, so that students may select additional courses in French literature. As Palmer remarked: " A very desirable spin-off is achieved through the creation of the LIT program; courses in literature [at a higher level] that had previously been in little demand from students seeking 'relevant' or 'practical' programs of study are now populated by the very same students who have elected the more skill oriented and career-oriented business program. This situation may very well tell us that today's students are as much in need of proper stimulation or learning environment as anything else. When these are achieved, the

motivated student will perhaps see on his or her own the value of the more traditional approaches to the study of a foreign language. . . . If we can demonstrate that students exposed to a goal-oriented and pragmatically conceived language program learn what they set out to learn, then it can be said that some small measure of success has been achieved." (32)

Today, as the proficiency movement advocates the rating of foreign language performance, Bowling sees a need for the CCIP centers in the United States to establish their own standards. (2). He suggests: "Adapting certain key features of the ACTFL/ETS OPI [American Councils of Teachers of Foreign Languages/Educational Testing Services/Oral Proficiency Interview] to the *épreuves orales* of the CCIP *Certificat Pratique*." Omaggio reminds us that the 1986 ACTFL guidelines "identify stages of proficiency, as opposed to achievement, they are not intended to measure what an individual has achieved through specific classroom instruction but rather to allow assessment of what an individual can and cannot do, regardless of where, when, or how the language has been learned or acquired; . . ." (29) Dugan who has tested in both procedures agrees that its is reasonable to compare the CCIP oral proficiency examination leading to the certificate with the ACTFL/ETS OPI procedure and writes that "neither [procedure] should be taken as a sine qua non for the other. . . . The ACTFL/ETS OPI require extensive training and the CCIP *Certificat Pratique* should not be undertaken without considerable preparation and practice with an experienced interviewer." (12) Therefore the stage of language proficiency needed for the CCIP certificate and the diploma could eventually be assessed along the ACTFL/ETS guidelines.

Would the need to assess students' learning of material in culture or civilization remain, and could such an evaluation be feasible, practical and cost effective? No doubt these questions will be answered in the future.

With the perspective of the achievement of European unity in 1992, advanced Business French course syllabi will have to be modified yearly as important changes take place in international policies and trade, the French economy and in related French business practices. This scenario implies, of course, constant faculty alertness to international changes, extensive reading and continuous updating of the course. For the sake of continuity and practicality, I suggest that juries chosen by centers of preparation for the CCIP oral examinations and accepted by the Chamber of Commerce and Industry of Paris be, at least for now, the most likely authorities to assess the cultural knowledge of the candidates as demonstrated through their oral linguistic skills.

I also believe that the cultural content of the two semester advanced Business French course and the two semester Scientific and Technical French course discussed in this article might be successfully incorporated in courses in contemporary French culture for all French majors, graduate students and in-service teachers who do not necessarily need or want to study business language. In addition, the cultural content of advanced Business French and Scientific and Technical French courses should put to rest the negative, vocational, unacademic image given these courses by major and prestigious universities. (13)

Strong interdisciplinary undergraduate and graduate programs created in

the early 70' or later, respond to students and societal needs in combining foreign languages and business studies. These programs are offered at the University of Illinois-Chicago, Pennsylvania State University, New York University, the University of Wisconsin-Madison, Boston College, and other universities. A new undergraduate program at Washington University in St. Louis, Missouri, includes a year abroad in conjunction with the *Centre d'Echanges Internationaux* in Paris, and the *Ecole Européenne des Affaires de Paris*. The University of South Carolina, offers the MIBS (Master in International Business), one of the best known interdisciplinary graduate degree with options in French, German, Spanish, and other languages. The Master Degree in Language and International Trade (LIT) at Eastern Michigan University includes studies in ESL (English as a second Language), and in Japanese. A joint MBA program has been inaugurated recently by the University of Texas at Austin and the *Ecole Supérieure de Commerce de Lyon*.

Finally, these courses do contribute to the internationalization of the curriculum providing students and faculty with "strong awareness of cultural and economic differences among nations, a deep appreciation of how professions operate on an international basis, and a burning desire to interact with colleagues on a worldwide basis." (7). I have strongly supported this view for the past fifteen years.

Brigitte D. Muller
Professor Emerita
Eastern Michigan University

ANNOTATED BIBLIOGRAPHY

1. Born, Warren C. and Kathryn Buck, Compilers. *Options for the Teaching of Foreign Languages, Literatures, and Cultures.* New York: American Council on the Teaching of Foreign Languages, Inc., 1978.

Offers a survey of the curricula reports from U.S. colleges and universities . The survey categories are: Career-Related, Community-Related, Interdisciplinary, and Non-Traditional. Offers an insight on Business French courses and on culture and and civilization courses taught in 1974.

2. Bowling, Townsend W. "The *Certificat Pratique* Oral Examination: Format, Content, Grading." *The French Review,* 59, No. 2 (December 1985) : 185-195.

Concerns the CCIP oral examination leading to the certificate. It offers a rationale for correlating the result of the CCIP oral examination with the ACTFL/ETS OPI guideline. Opens the door for further research in language and perhaps for culture proficiency testing.

3. Braudel, Fernand. *The Perspective of the World.* Trans. Siân Reynolds. Vol. 3 of *Civilization and Capitalism, 15th-18th Century.* New York: Harper & Row, 1984.

Gives prominence to one sector of history -- the material and economic. Explains the connection between culture, society, politics and territorial expansion. Braudel has lectured on many of the chapters of his works at the *Collège de France* and at the *Ecole des Hautes Etudes.* In my opinion his trilogy of more than six hundred pages

per volume is a key to the understanding of our global economic culture.

4. Braudel, Fernand. *The Wheels of Commerce*. Trans. Siân Reynolds. Vol. 2 of *Civilization and Capitalism, 15th-18th Century*. New York: Harper & Row, 1982.

Relates the general economic history of the world. Explores the machinery of exchange. Explains the differences between the market economy and capitalism, trying "to avoid and bypass the passionate disputes which the explosive word *capitalism* always arouses."

5. Brod, Richard I. Letter to R. Schaub, Department of ForeignLanguages and Bilingual Studies. Eastern Michigan University. 30 September 1982.

Written after a visit to our Business French and other classes at Eastern Michigan Michigan University. Commends our LIT program for its humanities content.

6. Cartier, Jacques. "Le français des affaires et des professions." *Le français commercial. Bulletin de liaison*. Paris: CCIP. (Winter 1988-89): 16-25.

Abstract of a workshop held at the 7th International Conference of the International Federation of Professors of French in Thessalonica, Greece, 10-16 July 1988.

Answers the following questions: What is French for Business and the Professions? What are the goals of such courses? How is it taught and to whom? Who is qualified to teach these courses? Cartier suggests that the socioeconomic culture of France should be integrated to literary studies.

For information on programs contact M. J. Cartier or M. Michel Drouère, Chambre de Commerce et d'Industrie de Paris, 42 rue du Louvre, 75001 Paris. Tel. (1) 45 08 37 34. Subscriptions to the *Bulletin de liaison* and the following bibliographies are

available: *Français des affaires* (25 pages), and *Français scientifique et technique* (5 pages).

7. Christensen, George C. "International Curriculum for the Professions." *National Forum* (Fall 1988) : 27-30.

Reminds us that foreign students coming to professional schools in the U.S. return to their countries with a knowledge of American culture, but that American professional schools fail to teach foreign cultures to their students. Offers suggestions for the internationalization of professional schools curricula: faculty should be role models through their studies and sabbaticals abroad; students should study foreign languages and participate in internships, or serve in a foreign hospital, business or laboratory.

8. Clas, André. (untitled) in *Le français des affaires,* Special Issue. Paris : CCIP (1979): 21-22.

Description of Business French classes at the University of Montreal. They include translation and are offered at the M.A. level. Summer seminars in Business French are held at the University of Montreal and at Laval University. They focus on writing skills and the written synthesis of printed material.

9. Conquet, André. *Si les Chambres de Commerce m'étaient contées.* 2 vols. Lyon: Audin, 1972 and 1976.

Places the history of the CCIP in the context of French History.

I highly recommend chapter 2, vol. I titled: " How to Teach French Language to Ten Years Old Children." which explains how Colbert, Prime Minister under Louis XIV, created the institution called "*Enfants de Langue*" because tradesmen could not find translators to conduct business in the Ottoman Empire. Another insight in the teaching

methodology of the XVIIth century is provided in vol. 2 (no chapters) and concerns the public schools created after the French Revolution, with focus on the Business Schools created then.

10. Cummins, Patricia W. *Commercial French.* Englewood Cliffs, NewJersey: Prentice Hall, 1982.

Used mostly at the intermediate level of Business French courses.

Its cultural content is insufficient for advanced courses and needs updating.

11. Danilo, Michel, Odile Challe, and Pierre Morel. *Le Français commercial.* Paris: Presses Pocket, 1985.

For French students as well as native speakers of French. Contains 27 chapters which start with a dialogue and offer varied pedagogical tools for the practice of the four basic skills. There is a systematic review of French grammar, and a multilingual glossary in French, English, German and Spanish. An excellent text for intermediate and advanced levels of instruction.

12. Dugan, Sanford. Letter to Brigitte Muller. 16 May 1989.

Answers to my inquiry. Dugan is experienced in the testing of our intermediate and advanced students according to the ACTFL/ETS OPI guidelines, and also in CCIP examination oral testing since 1977.

13. Finel-Honigman, Irene. "Commercial and Economic French: New Goals and Challenges." *French for Business and International Trade.* (Fall 1989): 4-5.

Summarizes Business French workshops and papers presented at Eastern Michigan University Eighth Annual Conference on "Languages and Communication for World Business and the Professions" in 1989. Raises issues to be confronted by American

teachers of Business French at all levels. Dr. Finel Honigman taught French at the *Crédit Lyonnais* (French bank) in New York. She chairs the Division of Foreign Languages at the New School for Social Research.

14. Guback, Denise. *Français commercial. Théorie et correspondance. New York: Holt, Rinehart and Winston, 1984.*

Duplicates the 1983 CCIP examinations leading to the certificate and to the diploma. Offers a pedagogy for the teaching of business letters and a useful list of synonyms for routinely used expressions.

15. "Importance de la correspondance commerciale." *Le francais commercial.* Paris: CCIP (Spring-Summer 1977) : 5-6.

Excerpts from a 1950 Commercial Correspondence text which explains the importance of business letters since no other means of communication was available. The copying and the analysis of all kinds of business letters was the recommanded pedagocical approach.

16. Jacobson, Robert L. "Group of Executives Wants to Make Liberal Arts Part of the Preparation for Business Careers." *The Chronicle of Higher Education* (10 September 1986) : 42.

Stresses the need for cooperation between corporations and Education; insists on a liberal education and the learning of foreign languages and cultures.

The Corporate Council on the Liberal Arts was established in 1984 with a grant from CBS in association with the American Academy of Arts and Sciences. The companies represented at the Harvard symposium were: CBS, American Express, AT&T, the Cabot Corporation, Carter Hawley Hale Stores, Exxon, General Foods, General Motors, Honeywell, Johnson & Johnson, Prudential Insurance and Union Pacific.

17. Jupp, T. C. *et al. Apprentissage linguistique et communication. Methodologie pour un enseignement fonctionnel aux immigrés.* Paris: CLE International, 1975. n. p.

Gives exemples of the "functional" teaching of basic vocabulary and syntax of French as a second language.

18. Kocourek, Rotislav. *La langue française de la technique et de la science.* Paris: La documentation française, 1982.

Determines that French scientific and technical language is an easier tool for communication than the general language because of the lack of stylistic effects and the relative simplicity of its morphology and syntax. This could explain the popularity of the classes I taught at third, fourth year and at graduate leveld. Students found the novelty of content and the ease of communication attractive

19. Le Goff, Claude. "La correspondance commerciale." *Le français commercial. Bulletin de Liaison.* Special Issue. Paris: CCIP (1980) : 45-46.

Workshop summary in the proceedings of a Business French Conference at theUniversity of Southern California in Los Angeles. Describes the appearance of business letters. Suggests open handed topics to motivate students to integrate their previously acquired writing skills with the new terminology.

20. Le Goff, Claude. "Pour une pédagogie de la correspondance des affaires." *The French Review*, 56, No. 2 (December 1982) pp. 241-249.

Analyzes the qualities of a good business letter. Shows how tone and style are determined by the goal of the letter. The methodology aims at competency in busines correspondence

21. Le Goff, Claude. *French for Business.* Paris: Hatier, 1986.

Prepares students to take the CCIP examination leading to the Commercial French

certificate. It is is well informed and current. It uses fictional dialogues and the exercises are similar to those found in the examination. Excellent bilingual glossary. Each chapter ends on an authentic cultural document.

22. Masselin, Jacques, Alain Delsol and Robert Duchaigne. *Le français scientifique et technique.* 2 vols. Paris: Hatier, 1971.

Offers scientific and technical information. The two volumes chapters are: Airtrain, Automobile, Aircraft, Bathyscaphe, Optics, Glass, Petroleum, Electricity, Radioactivity, and Data Processing. Teaches French technoscientific culture through language to students with about a year of language study. Reading comprehension through inductive methodology.

23. Mauger, Gaston and Jacqueline Charon. *Le français commercial.* Paris: Larousse, 1975.

An extremely convenient text for advanced Business French classes, easily updated by the instructor with the help of a recent text.(This creates an opportunity to communicate in French.) The book is divided in 24 chapters to be taught in two terms of 15 weeks. The core of the chapters are seven to twelve brief questions and definitions to be memorized. The exercises are short and are easily corrected orally. The new specialized vocabulary is reemployed in advanced grammatical exercises appropriate for oral correction and explanations. The business letters subjects are dull and once the mechanics of writing are learned. I prefer to switch to letters and case studies from the *Bulletin* or to letters from previous CCIP tests.

24. Moirand, Sophie. *Enseigner à communiquer en langue étrangère.* Paris: Hachette, 1982. Part I examines the communicative theories in foreign

language teaching. The "minimalist approach" ressembles the "functional approach", or "to be able to do something." The "maximalist approach" leads to language and culture competency. Part 2 develops pedagogical methods for oral and written communication based on authentic documentation.

25. Muller, Brigitte D. "A Marketable Skill and an International Diploma. *Foreign Language Annals,* 11, No. 4 (1978): 397-401.

Gives the rationale for the course created in 1976. Describes the program and grading procedures of the January 1977 CCIP examination.

26. Muller, Brigitte D. "Le français commercial à Eastern Michigan University. *Le français commercial.* Paris: CCIP (Summer-Fall 1978): 10-12.

Explains the methodology for teaching advanced Business French in one term.

27. Muller, Brigitte D. *Technoscientific Teaching Guide.* Washington: ERIC Clearinghouse on Languages and Linguistics (1986) ED 275 133.

offers a complete syllabus for the two term course in Scientific and Technical French. It also provide adresses for obtaining slides and videotapes from the private and the public sectors.

28. Muller, Brigitte D. "Technoscientific French for Teachers". *New Challenges and Opportunities. Dimensions: Languages 87'.* Ed. T. Bruce Fryer and Frank W. Medley, Jr., Columbia: University of *South Carolina (1988): 121-128.*

Gives the rationale for the development of courses in scientific and technical French and exemples of teaching modules: Cheese Manufacturing and Wine Making; Automobile Industry. Also explains the choice of in-service teachers of French who elect to take this course.

29. Omaggio, Alice C. *Teaching Language in Context. Proficiency-Oriented Instruction.* Boston: Heinle & Heinle, 1986.

Formulates ways to teach foreign language proficiency after a thorough research of the language teaching theories developed in the early seventies. In the chapter "Teaching for Cultural Understanding", Omaggio exposes the difficulties of teaching culture. Trying to capture "the essence of culture", she attempts to identify a framework in which to develop curricula integrating language and culture, and offers several strategies. The book is precise, clear and very constructive.

30. Oudot, Simone and David L. Gobert. *La France: culture, économie, comme An Introduction to Business French.* Boston: Houghton Mifflin Co., 1984.

Intended for second or third year college French students. A cultural reader emphasizes the political and commercal institutions and the socioeconomic aspects of contemporary France.

31. Palmer, Benjamin W. "An Alternative Approach to the Language Major." *Language.* Daejung, Korea: Chungnam National University Press. (December 1981) : 105-115.

Expresses the reactions of a professor of French trained to teach literature who had retrained to teach Business French by attending two Summer Seminars at the CCIP. He notes his attitude oscillating between pessimism and optimism as he examines, while on sabbatical in Korea, the changes that have taken place in U.S. universities since 1970. He explains the rationale for the development of new career oriented programs at Eastern Michigan University .

32. Pétroff J., D. Jacobi and J. Peytard. "Français technique et scientifique: reformulation, enseignement." *Langue française.* Paris: Larousse

(December 1984) : 53-66.

Discussion of the vulgarization of scientific and technical documentation concludes that the three objectives of vulgarization should be: 1) to introduce students to new concepts; 2) to teach contemporary scientific culture as well as its historical development; 3) to teach terminology, morphology and syntax through "reformulation of scientific and technical reports from universities and industry.

33. Ristau, R.A. and B. Muller. "Foreign Language and Business Administration." A Winning Combination." *Business Education Forum* 35 , No. 3 (December 1980) : 3-5.

Shows an independent study as point of departure for the collaboration of the College of Business and the Foreign Language Department at Eastern Michigan University. As a result, in 1978 a proposal was made to the university administration and a new program called "Language and International Trade" became a reality.

34. Scanlan, Timothy. "Sources for Preparing to Teach French Cultuture." *AATF National Bulletin,* 14, No. 3 (January 1989) : 15.

Suggests books and textbooks providing the necessary historical background for the comprehension of contemporary French culture. Cites materials for the integration of culture in the classroom: periodicals, magazines, videocassettes and films.

35. Szulc, Tad. "A Sense of Renaissance." *France Magazine* 13. Washington D.C.: La Maison Française (Spring 1989) : 7-17.

Celebrates the bicentennial of the French Revolution. The author, specialist in foreign affairs, praises French achievements in the arts and high technology and sees the 71 foot-high Louvre glass pyramid as a symbol of cultural rebirth in its

blending of the arts and technology. This magazine issue is a valuable reference for teaching Business French and Scientific and Technical French.

36. Trotignon, Yves. *La France au XXème siècle.* 2 vols. Paris:Bordas/ Mouton, 1968 & 1978.

Written for Normal School and Business School students. Vol. I describes the socio-economic culture of France before and after 1945: its demography, and its political institutions.

Vol. 2 presents French life within an international context. Provides the necessary background to understand the economic development of France and its international policies. Some updating is needed.

37. White, Leslie A. *The Science of Culture*. New York: Grove Press, 1949.

Studies Man and Civilization : examines the origins and nature of culture.

First explains the evolution of culture through the relationship between the socioeconomic system and the Agricultural Revolution. Then describes how the Fuel Revolution brought many changes, whereas thenuclear atomic energy formilitary purposes threatens to destroy or cripple civilization for many centuries.

38. Wylie, Laurence. "The Civilization Course." *Société et culture de la France contemporaine.* Ed. Georges Santoni. Albany: State University of NewYork Press, 1981.

Advocates the integration of French geography, history, art literature, and history of ideas. Remarks that facts are quickly outdated and that concepts are more important. Gives the syllabus, the bibliography and examination samples for 26 classes and lectures. Notes the complications involved in defining "culture" because of social habits and behaviour of certain groups.